



A New You: Health For Every Body

A New You: Health For Every Body is a curriculum built around the principles of pleasurable and healthful eating, physically active living and respect for body-size diversity. It creates a framework to move people away from diets and excessive exercise to a gentler, non-diet approach to active living in a healthy body. The primary goal is to help participants gain new attitudes and learn new information and skills to live a life focused on health.

The curriculum is designed for ten 1-hour sessions, however, there is flexibility for combining and adding lessons and activities. The curriculum includes scripts, slides, handouts, and additional organizational documents. The interactive lessons utilize a variety of audio/visual media, discussions, and small group processes. Each lesson incorporates a physical activity break to get participants moving. *On Your Own Learning* activities provide opportunities for participants to practice the concepts taught and to prepare for the upcoming lesson.

Participants receive a notebook for handouts, *Intuitive Eating* book, journals for self-reflection, *Fitting In Fitness* book, elastic band for stretching activities, and handouts.

Overview of Session Objectives

1 - Let's Begin

- ◆ Increase knowledge about a health-centered approach to living in a healthy body.
- ◆ Increase skills in setting goals to accomplish desired behavior.

2 - Goals and Reflections

- ◆ Increase skills in self-reflection and journaling to improve health.
- ◆ Increase awareness of eating styles and triggers to eating.

3 - Honor Your Hunger

- ◆ Increase awareness of internal signals of hunger and fullness.
- ◆ Practice taking control of food by eating when hungry and stopping when satisfied.

4 - Foods & Moods

- ◆ Increase understanding of dieting risks and of the value of a non-diet approach to healthy weight.
- ◆ Increase awareness of emotional eating triggers.
- ◆ Develop healthy and enjoyable alternatives to eating in response to emotions.

5 - Gentle Nutrition

- ◆ Learn skills to judge portion sizes in relation to recommended serving sizes.
- ◆ Increase understanding of important nutrition concepts including moderation, variety and balance.

Lesson 4 – Foods & Moods

Script

Slides or Overheads

Handouts:

Diet Facts (*handout 4:1*)

Mood-Food Connection (*handout 4:2*)

OYOL Labels (*3.33"x 4", Avery 5164 template*)

Quick Thoughts (*evaluation, cut in half*)

Lesson 5 – Gentle Nutrition

Script

Facilitator Background Information

Fiber Food Cards (*print on card stock, cut apart*)

Fiber Gram Cards (*print on card stock, cut apart*)

Slides or Overheads

Handouts:

How Big is BIG? (*handout 5:1, print front-to-back, cut in half*)

How Much are You Eating? (*handout from other source*)

Restaurant Cards (*handout 5:2, print on card stock, cut apart*)

USDA Food Guide Pyramid (*handout from other source*)

OYOL Labels (*3.33"x 4", Avery 5164 template*)

Quick Thoughts (*evaluation, cut in half*)

Lesson 6 – Make Peace with Food

Script

Slides or Overheads

Handouts:

Smart Snack Bags (*handout 6:1*)

OYOL Labels (*3.33"x 4", Avery 5164 template*)

Quick Thoughts (*evaluation, cut in half*)

Lesson 7 – Motivators to Move

Script

Slides or Overheads

Handouts:

Discovering Motives to Move (*handout 7:1*)

Matching Motive to Activity (*handout 7:2*)

OYOL Labels (*3.33"x 4", Avery 5164 template*)

Quick Thoughts (*evaluation, cut in half*)

6 - Make Peace With Food

- ◆ Increase knowledge of ways to make eating more satisfying and pleasurable.
- ◆ Increase skills in making lifestyle behavior changes that promote healthful eating choices.

7 - Motivators to Move

- ◆ Identify barriers to being physically active and ways to overcome these barriers.
- ◆ Discover motives to support daily physical activity as a part of a healthy lifestyle.

8 - Fitness for Every Body

- ◆ Understand benefits of being physically active.
- ◆ Increase awareness of various types of physical activities.
- ◆ Explore ways to increase physical activity in daily life.

9 - Mind Over Media

- ◆ Understand false images of body perfection are promoted in the media.
- ◆ Learn to challenge assumptions about body shapes and sizes.
- ◆ Develop skills to be critical of messages that focus on unrealistic body images as symbols of success and happiness.

10 - You Are the Best YOU

- ◆ Review principles of body-size acceptance and self-acceptance.
- ◆ Understand lifestyle behavior changes that promote wellness as well as appreciation and respect for body-size diversity in others and self.

Supplemental Lesson - Search for the Real

- ◆ Appreciate human bodies in terms of artistic shapes and forms.
- ◆ Examine body-size diversity issues.
- ◆ Begin to challenge personal size-prejudice beliefs.

Includes an educational video *Search for the Real*. To purchase contact University of Wyoming Family & Consumer Sciences Department at 307-766-4170.

For more information, contact Mary Kay Wardlaw, Project Education Specialist, 307-766-5405, wardlaw@uwyo.edu. Or see the web site at www.uwyo.edu/wintherockies.



UNIVERSITY
OF WYOMING
Cooperative Extension Service
Family & Consumer Sciences



Lesson 1 – Let's Begin

Script

Facilitator Background Information

Slides or Overheads

Handouts:

Pre-program Questionnaire

10 Appearance Assumptions (*handout 1:1*)

WIN the Rockies/WIN Wyoming Brochure (*handout from other source*)

A New Approach (*handout 1:2*)

Activities for Elastic Bands (*handout 1:3*)

Resource List (*handout 1:4*)

Readiness for Change (*handout 1:5*)

Finding Your Own Way (*handout 1:6*)

Quick Thoughts (*evaluation, cut in half*)

Lesson 2 – Goals & Reflections

Script

Slides or Overheads

Handouts:

Class Guidelines template

Journaling for Health (*handout 2:1*)

Summary of Eating Styles (*handout 2:2*)

Intuitive Eating and A New You (*handout 2:3*)

Insights from Intuitive Eating (*handout 2:4*)

Labels for Jars (*optional activity: 1"x 2.63", Avery 5260 template*)

OYOL Labels (*3.33"x 4", Avery 5164 template*)

Quick Thoughts (*evaluation, cut in half*)

Lesson 3 – Honor Your Hunger

Script

Slides or Overheads

Handouts:

What is Normal Eating? (*handout 3:1*)

Hunger and Satiety Cards (*handout 3:2a and 3:2b, print on card stock front-to-back, cut apart*)

Clean Plate Club Membership Cards (*handout 3:3, cut apart*)

Clean Plate Club Resignation Cards (*handout 3:4, print on card stock, cut apart*)

OYOL Labels (*3.33"x 4", Avery 5164 template*)

Quick Thoughts (*evaluation, cut in half*)

Small Victories (supplemental activities)

Mind Over Magazines

Mind Over Magazines Script

Mind Over Magazines Activity Sheet

Mind Over Magazines Post-then-pre Evaluation (*cut apart*)

Rate A Full Plate

Rate A Full Plate Script

Rate A Full Plate Activity Sheet

Plate Visuals

Rate A Full Plate Post-the-pre Evaluation (*cut apart*)

Newsletters (*print front-to-back*)

Issue 1

Issue 2

Issue 3

Issue 4

Issue 5

Issue 6

Issue 7

Issue 8

Issue 8

Issue 9

Issue 10

Issue 11

Issue 12

Custom Fourth Page (*choose one of the five formats*)

Blank Page

Other News Full Page (*header says "Other News for YOU"*)

Other News Mailer (*same as above, formatted to fold and mail*)

Upcoming Full Page (*header says "Upcoming Community Activities"*)

Upcoming Mailer (*same as above, formatted to fold and mail*)

Evaluations and Follow-Up

Ideas for Follow-Up Sessions/Reunions

Using Evaluation Tools

Quick Thoughts

Pre-program Questionnaire (*administered before program begins*)

Post and Follow-up Questionnaire (*administered at end of last session and at least one follow-up time*)

Making A New You Better: Sharing Ideas (*group discussion for a follow-up reunion*)

Lesson 8 – Fitness for Every Body

Script

Slides or Overheads

Handouts:

OYOL Labels (3.33"x 4", Avery 5164 template)

Quick Thoughts (evaluation, cut in half)

Lesson 9 – Mind Over Media

Script

Facilitator Background Information

Slides or Overheads

Handouts:

10 Appearance Assumptions (handout 9:1)

Living in a Healthy Body: A New Look at Health & Weight (handout from other source)

Your Identity – More Than Your Looks (handout 9:2)

OYOL Labels (3.33"x 4", Avery 5164 template)

Quick Thoughts (evaluation, cut in half)

Lesson 10 – You Are the Best YOU

Script

Slides or Overheads

Handouts:

Self Talk (handout 10:1)

Sweet Snack Dips (handout 10:2)

Congratulations Flags (handout 10:3, cut apart, tape to toothpicks)

OYOL Labels (3.33"x 4", Avery 5164 template)

Quick Thoughts (evaluation, cut in half)

Post and Follow-Up Survey

Supplemental Lesson 1 – Search for the Real

Script

Handouts:

S1:1 Quotes from Larry Kirkwood

S1:2 Beautiful Body Ballet

OYOL Labels (3.33"x 4", Avery 5164 template)

Quick Thoughts (evaluation, cut in half)

A New You: Health for Every Body

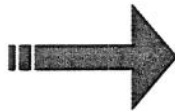
A New Approach



Weight-centered approach

Dieting

- Rigidly restrictive eating
- Counting calories
- Prescriptive diets
- Weight cycling (yo-yo dieting)
- Eating disorders
- Deprivation, punishment



Health-centered approach

Healthy Eating

- Take pleasure in eating a variety of foods
- Enjoy lower fat, higher fiber foods more often
- Meet energy and nutrient needs through a lifetime of healthy enjoyable eating
- Take control by listening to hunger and fullness cues

Exercise

- No pain, no gain
- Prescriptive guidelines for time, frequency and intensity
- Goal is to burn calories
- High attrition rates for vigorous programs



Active Living

- Value and practice moderate and fun activities
- Be active your way, every day
- Participate for the joy of feeling your body move
- Enjoy physical activities as part of your daily lifestyle

Dissatisfaction with Self

- Unrealistic goals for body size and shape
- Obsession, preoccupation with weight
- Fat phobia, discrimination against overweight people
- Striving to be a perfect "10" and maintain an impossible "ideal" body size
- Accept the emphasis on thinness from the fashion, diet and tobacco industries



Positive Self/Body Image

- Accept and recognize that healthy bodies come in a range of weights, shapes and sizes
- Be tolerant of a wide range of body sizes and shapes
- Relax and enjoy the unique characteristics you have to offer
- Be critical of messages that focus on unrealistic images as symbols of success and happiness

Source: *Vitality/Healthy Weight Journal*, May/June 1995.

Finding Your Own Way



Use the following worksheet to help you set a SMART goal.

1. Why do YOU want to adopt a healthier lifestyle?

I want to improve my health because

2. Where are you going to start? What was your top choice on the *Readiness to Change* worksheet?

I will begin by making a change in the area of

Set a SMART goal



S = specific
M = measurable
A = attainable
R = realistic and relevant
T = time bound

3. What do you want to accomplish? What is your goal? Is it SMART?

In the area selected in #2 above, I would like to accomplish the following:

4. How are you going to do to reach this goal?

During the next week, then month, I will do the following:

5. When are you going to start?

Create a schedule for this next week.

Activity	Day of the week	Time of day
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

6. Who can help you?

I am going to ask for help from the following people:

7. How will you maintain this change over time? What barriers will interfere with your efforts to maintain the change? What kinds of strengths, supports and rewards will help combat those barriers?

Barriers	Solutions
_____	_____
_____	_____
_____	_____

References

Kemper, D. W., J. Giuffré, and G. Drabinski. *Pathways: A Success Guide for a Healthy Life*. Boise, Idaho: Healthwise, Inc., 1985.

Gordon, Gail. "A Goal Setting Lesson", *Money 2000 and Beyond*. University of Wyoming Cooperative Extension, 1999.

A New You: Health for Every Body

Readiness for Change



Are you ready for a lifestyle behavior change? What is your level of commitment? This worksheet will help identify an area you may be ready to change and a change you will be successful at maintaining. You will not need to share this assessment with anyone.

Read each of the three descriptions. Then below each description, select the one statement that best expresses your feelings about that description. Check only one response for each area: Pleasurable and Healthful Eating, Physically Active Living, and Respect for Body-Size Differences – Yours and Others.

Pleasurable and Healthful Eating

Pleasurable and Healthful Eating means:

- Ⓐ Taking pleasure in eating a variety of foods;
- Ⓑ Enjoying lower-fat higher fiber foods more often;
- Ⓒ Meeting your body's energy and nutrient needs through healthy enjoyable eating;
- Ⓓ Taking control of your eating by listening to your hunger and fullness cues; and
- Ⓔ Having successful strategies for coping with your emotions. Breaking the mood/food connection.

OR

check only one

Doesn't match my eating patterns, and

- ☐ I don't intend to change them to be more like this in the next 6 months.
- ☐ I intend to change them to be more like this in the next 6 months.
- ☐ I intend to change them to be more like this in the next 30 days.

Is similar to my eating patterns, and

- ☐ I've been eating this way for less than 6 months.
- ☐ I've been eating this way for 6 months or longer.
- ☐ I have no temptation to engage in my old eating patterns.

Please continue on second page . . .

References

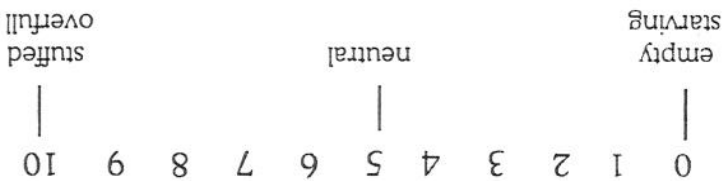
Vitality/Healthy Weight Journal, May/June, 1995.

Health Enhancement Systems. *Well Stage Tool Kit*. Midland, MI: Health Enhancement Systems, 1998.

Brassington, Glenn. *Motivation to Change: How to get it, Keep it, and Give it Away*. Proceedings of 7th Annual Patient Education Conference. University of Missouri, Sinclair School of Nursing, 1998.



Hunger/Satiety Scale



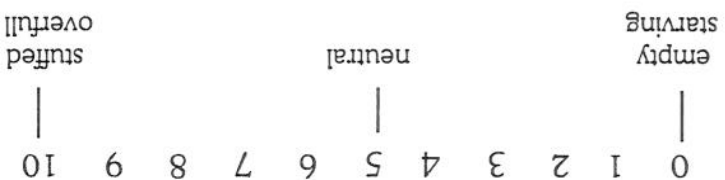
Hunger/Satiety Scale



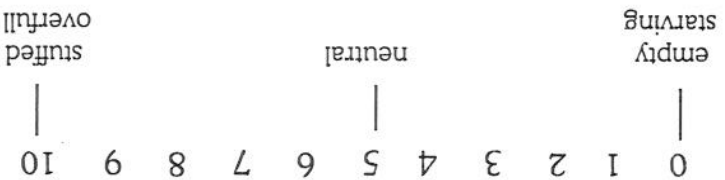
Hunger/Satiety Scale



Hunger/Satiety Scale



Hunger/Satiety Scale



Hunger/Satiety Scale



Hunger and Satiety Scale

- 0 - Starving.
- 1 - Feel like ordering everything on the menu.
- 2 - Preoccupied with hunger, everything on the menu looks good.
- 3 - Feel hungry and the urge to eat is strong.
- 4 - Feel a little hungry. Can wait to eat.
- 5 - Neutral, not hungry, not full.
- 6 - Sense food in your belly, could eat more.
- 7 - Hunger is gone. If you stop here, you may not feel hungry for 3 to 4 hours.
- 8 - Not uncomfortable, definitely full belly.
- 9 - Moving into uncomfortable.
- 10 - Very uncomfortable, maybe even painful.

Source: Karin Kratina, *Moving Away From Diets*
Adapted for *A New You* by Wellness IN the Rockies and Univ. of Wyoming Coop. Extension Service, Family & Consumer Sciences.
IFAFS award 0004499, USDA. www.uwyo.edu/wintherockies

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A New You: Health for Every Body



Lesson 3: Honor Your Hunger

Intuitive Eating

Make eating pleasurable

Cope with emotions without food

Reject the diet mentality

Value health with gentle nutrition

Feel your fullness

Honor your hunger

Make peace with food



What is normal eating?

* Eat when hungry, stop when satisfied *

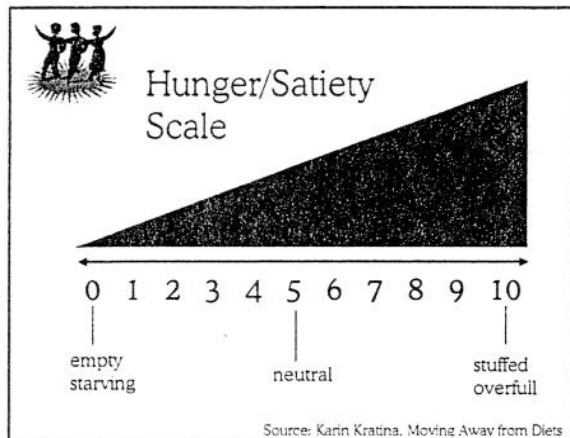
* Use moderation *

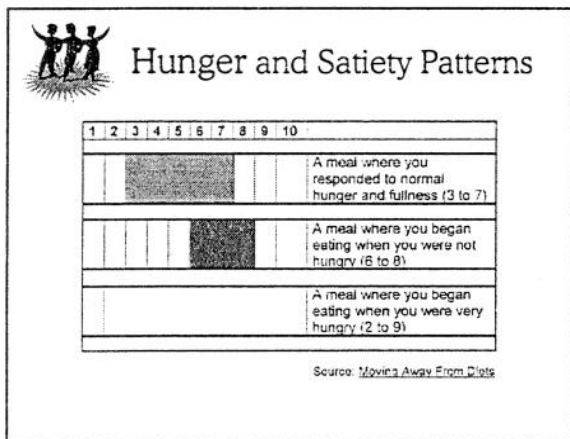
* Choose a variety of foods you like *

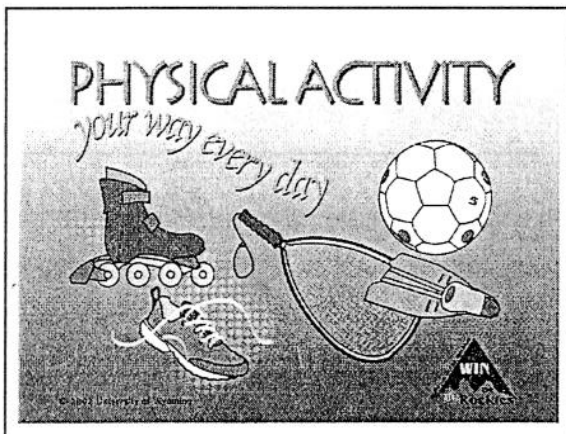
* Overeat sometimes, undereat sometimes *

* Trust your body *









Fullness Factors



Time between
meals/snacks

Kind of food you eat



Social influences

Focused Eating

Take time-outs for taste
and fullness checks

Rate fullness after eating

Resign from the
"Clean Plate Club"



Why a Clean Plate?

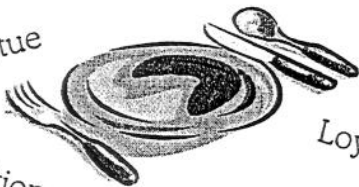
Virtue

Nutrition

Love

Affirmation

Loyalty





How do you honor
your hunger and
fullness?





On Your Own Learning OYOL

1. Review your SMART goal
2. Assess hunger and fullness
3. Record experiences
4. Take one 2-minute walk & record



Adapted from *A New You:
Living in A Healthy Body*
developed by Outreach and
Extension at University of
Missouri, Lincoln University

Adaptation & revisions by
Mary Kay Wardlaw
Project Education Specialist
WIN the Rockies





Clean Plate Club Membership Cards

<p>Clean Plate Club</p> <p>MEMBERSHIP CARD</p> <p>I, _____,</p> <p>always eat everything on my plate.</p> 	<p>Clean Plate Club</p> <p>MEMBERSHIP CARD</p> <p>I, _____,</p> <p>always eat everything on my plate.</p> 
<p>Clean Plate Club</p> <p>MEMBERSHIP CARD</p> <p>I, _____,</p> <p>always eat everything on my plate.</p> 	<p>Clean Plate Club</p> <p>MEMBERSHIP CARD</p> <p>I, _____,</p> <p>always eat everything on my plate.</p> 
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Cut apart. Participants will tear this up as part of the lesson.



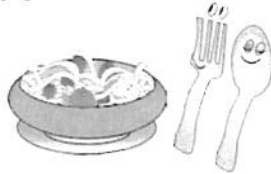
Clean Plate Club Resignation Card

A New You

Clean Plate Club RESIGNATION CARD

I, _____, do hereby resign
from the Clean Plate Club, now and forever more.
I will honor my fullness even if it means leaving
some food on my plate.

Effective Date _____

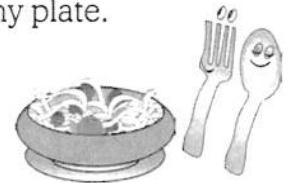


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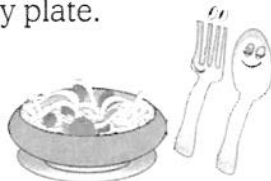


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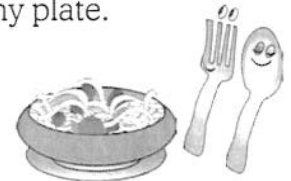


A New You

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I, _____, do hereby resign
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Effective Date _____



A New You

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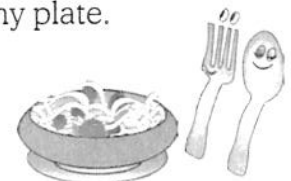


A New You

Clean Plate Club RESIGNATION CARD

I, _____, do hereby resign
from the Clean Plate Club, now and forever more.
I will honor my fullness even if it means leaving
some food on my plate.

Effective Date _____



Print on color if possible. Cut apart. Participants can keep these in their journals.

Diet Facts



1. Diets don't work. Many people lose weight, but almost all gain it back, often regaining more than they lost. Only 3 to 5 percent of those who diet and lose weight maintain significant weight loss.
2. Dieting can disrupt normal eating and lead to binge eating, overeating and chaotic eating patterns. Dieting ignores internal signals of hunger and fullness, teaching you to be out-of-touch with your appetite.
3. Dieting can cause food and weight obsessions. As a food becomes off-limits, that is usually what you crave! When food is restricted, you feel deprived and spend more time thinking about food and weight.
4. Dieting can lead to disordered eating. Many specialists believe that the high rates of eating disorders in the U.S. are due in part to people dieting, losing weight, rebounding, and becoming chronic dieters.
5. Dieting can erode self-esteem, confidence and self-trust. When dieting efforts fail, dieters typically feel they are the failure, not the diet.
6. Dieting can make you feel tired and lightheaded. Your body may not be getting all the energy it needs from restricted eating. If a diet eliminates whole categories of foods, it may be low in nutrients.
7. Dieting can encourage size prejudice. You may become more critical and judgmental of yourself and others rather than respecting and accepting body size differences. Rather than evaluating yourself or others based on size, consider other features. These might include kindness, contributions to the community, and ability to laugh.
8. Diets put your life on hold. Live the life you want now. Don't wait until you reach a certain weight or size. You deserve the best – now.

Adapted from: Berg, Frances. "Top 10 reasons not to diet." *Women Afraid to Eat: Breaking Free in Today's Weight-Obsessed World*. Hettinger, ND: Healthy Weight Network, 2000.

A New You: Health for Every Body

Facilitator Background Information for Lesson 5.

Lesson 5 includes an activity with portion sizes. Below are directions for assembling your own *How Big is BIG?* Kit. Feel free to modify this kit and accompanying handout in terms of foods and portion sizes that may have more local meaning and/or are easier to access.

Locate the following food portions and/or containers:

Soda pop

- One 12-ounce can
- One 64-ounce cup
- One 8-ounce glass bottle

Cookie

- One giant size cookie, approximately 5¾" diameter by 3/8" thick
- One regular size cookie such as a commercial chocolate chip cookie.

Brownie

- One giant brownie about 4" x 2¾" x 1" weighing about 7½ ounces

Muffin

- One large muffin approximately 6 ounces (e.g., from a gas station/convenience store)

Bagel

- One large 5- to 6-ounce bagel

French Fries

- French fries and their containers from a fast food restaurant in the following sizes:
 - Small serving (about 27 fries)
 - Large serving (about 96 fries)

*** Note: You can make non-edible fries from light-brown colored upholstery foam cut in strips. An electric knife works great for cutting foam.*

Sugar Cubes

- 12 cubes in one plastic re-sealable bag (for 12-ounce soda pop)
- 64 cubes in one plastic re-sealable bag (for 64-ounce soda pop)

*** Note: This kit rounds up the amount of sugar in regular pop to be 1 cube or teaspoon per ounce. Although this is a bit high on average (most estimates are 10-12 tsp. of sugar per 12-ounce can) it is very easy for learners to remember the 1 cube or 1 teaspoon conversion. And whether you figure 53 (using 10 tsp./12 oz.) or 64 cubes (12 tsp./12 oz.) in 64 ounces of soda pop, either total is a very large amount.*

Source: Pelican, Suzanne. *How Big is BIG?* Educational Activity. University of Wyoming, Department of Family and Consumer Sciences, Cooperative Extension Service, 1999.

How big is BIG?!

1. How many calories are in this brownie?
2. How many French fries (and calories) are in the
.....small serving?
...large serving?
3. This giant cookie is equivalent to how many regular cookies?
4. In terms of weight, this muffin is equivalent to how many slices of bread?
5. This bagel is equivalent to how many slices of bread?



6. How many cans of soda pop will this cup hold?

How big is BIG?!

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6. How many cans of soda pop will this cup hold?

Lesson 6 – Make Peace with Food



Goals and Objectives:

1. Increase knowledge of ways to make eating more satisfying and pleasurable.
2. Increase skills in making lifestyle behavior changes that promote healthful eating choices.

Handouts:

Audience Notes (*create from Lesson 6 Overheads and Slides*)
Smart Snack Bag Ideas (*handout 6:1, fold and place one in each paper lunch bag*)
OYOL Labels (*Lesson 6 handouts folder*)
Quick Thoughts (*Lesson 6 handouts folder*)

Materials:

Sign-in Sheet
Name Tags
Smart Snack Bags (*paper lunch bags, one per participant*)
Portable stereo and music
Flip chart or board and markers or chalk
(*optional: write the WOW on board*)
Computer or Overheads, Projector, Screen
Extension Cords
Feedback sheets from previous lesson

Words of Wisdom: WOW

"I probably enjoy food more now than I ever have because I don't feel like it's in control of me, even though it never was. I wanted to think that I had no control."

Female, 40ish
In Their Own Words ©
Quotations from WIN the Rockies' narrative research
(Used with permission)

Outline:

5 minutes – Welcome and Review
5 minutes – Make Peace with Food
10 minutes – The Foods I Love and Journaling
5 minutes – Legalizing Food
5 minutes – Physical Activity Break: Three Gears of Walking
10 minutes – Breaking the Rules and But What If
5 minutes – Smart Snack Bag
5 minutes – On Your Own Learning (OYOL)
2 minutes – Wrap-up



Let group respond.



Slide 3: Make Peace with Food

In an earlier session, we discussed diets and the diet mentality. One possible dieting strategy might be this: List your favorite foods in column A. In column B, list only foods you hate. Now tell yourself to eat only foods in column B.

What happens?

Most people crave foods that are restricted. The longer foods are prohibited, the more seductive they become. You feel deprived and are tempted to give in – maybe even with a binge.

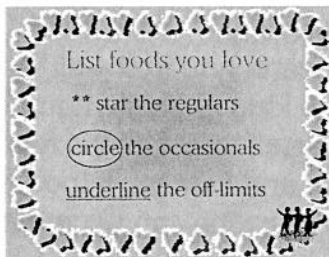
How about making peace with food? This approach has worked for some people who have had struggles with food.

1. Give yourself unconditional permission to eat. This means desserts, chocolate, bread, pasta, rice, beans, and fruit – all foods! At first, this may seem to conflict with the idea of gentle nutrition. However, this approach puts trust in yourself to eat all the foods you like while listening to cues of hunger and fullness. If food is not forbidden, cravings, binge eating and overeating can decrease.
2. There are no good or bad foods. All foods can fit in a day of healthful eating.
3. Eat what you really want, not what a diet says you should. This can be a scary thought. What if you don't stop eating? Some people find they eat more of some foods at first. As they listen to their body and pay attention to internal hunger and fullness signals, food cravings subside. In fact, some people find they don't really like some foods they once craved.
4. Forget about food "deals." Have you ever promised yourself you will exercise more or skip the next meal in exchange for a food that is off-limits? Can you really enjoy the special treat if you have to make a deal to have it?

Allow 2 to 3 minutes to complete the list.



Let group respond.



List the food items on the board.

Slide 4: The Foods I Love

Think about the foods you love to eat! Don't label any food as good or bad, healthy or unhealthy, fattening or nonfattening, legal or illegal, safe or dangerous. Set aside any judgments about the food.

In your journal or on a piece of paper, make a list of the foods you love. From ice cream to steak, strawberries to buttered popcorn, even chocolate!

Even though I asked you to set judgments aside, did you find your "internal sensors" still at work? These judgments have a great influence over food choices. What judgments crept in as you made your list?

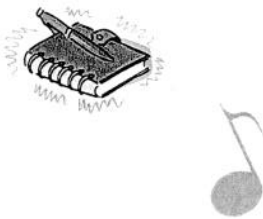
Look back over your list.

* Star the foods that you have in your home and allow yourself to enjoy regularly.

* Circle foods you keep at arm's length, to be enjoyed only occasionally.

* Underline foods that you will not, or very rarely, allow yourself to eat.

Let's make a list of your underlined food items. This list includes food we sometimes label as dangerous, bad, forbidden, or illegal. Or we may believe we will lose control if we eat these foods.



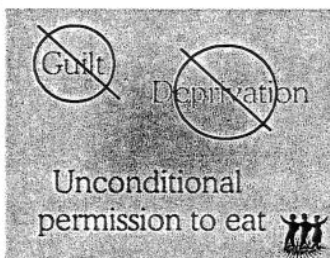
Journaling

In your journal, record how you feel about one or more of the foods you underlined. Why do you love this food? How often do you eat it? How do you feel when you eat this food?

(Play some soothing background music and allow about 3 minutes for journaling.)



Let group
respond.



Slide 5: Legalizing Food

Think about your underlined foods. Raise your hand if you. . .

. . . avoid eating such foods or avoid having them around

. . . feel anxious, guilty, or ashamed if you eat such foods

. . . feel anxious, sad, or deprived if you don't eat these
foods

. . . crave these foods and/or binge on them

Legalizing food is a process to eliminate guilt and deprivation. Stop labeling or judging food and return all food to a neutral status. Intuitive eating means giving yourself unconditional permission to eat all foods and trusting yourself to find a healthy balance.

Legalizing food is more helpful than labeling. The intent of labeling foods – fattening or nonfattening, good or bad – is often to help people lose weight, but it generally has the opposite effect. Prohibition increases desire; nothing makes food more alluring and impossible to resist than calling it forbidden.

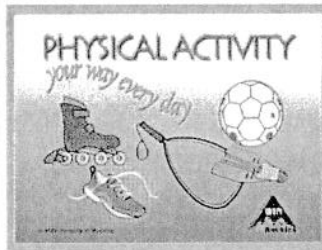
Legalizing food is a means to an end. Food must be neutral if we are to be at peace with food, to end food and weight obsessions, and to reduce potential eating problems.

Legalizing food is the opposite of dieting. With diets, foods are labeled and then restricted or deprived. When you legalize food, you say “no” to diets forever. Give yourself permission to eat when you are physically hungry, choose foods you are hungry for, and eat the quantity that satisfies you.

Remember that legalizing all food does not mean we binge or eat out of control. Rather, if we are aware of our bodies' nutritional needs and hunger signals, it is all right to eat what we desire. We need to eat slowly and to focus on what we are eating. We need to check in with our bodies to know when we are satisfied and can stop eating. We are working towards a flexible, gentle approach rather than a rigid restrictive pattern.

Slide 6: Physical Activity Break – The Three Gears of Walking

Walking is a great way to be active. It is inexpensive and can be done almost anywhere. Walking is a good all-around workout for the body with a low occurrence of injuries. Plus, it is something you already know how to do!



Robert Sweetgall is a leading advocate of walking for wellness. He has walked across America seven times. He describes three gears of walking. Please stand and line up behind me. *(Find a space where you can lead a group in walking.)*

1. First gear: Easy strolling pace. There is no sweating and it is light exertion. Equivalent to light gardening.
2. Second gear: Medium-intensity walking at 3.5 miles per hour. Most people can breathe comfortably. Equivalent to energetic yardwork.
3. Third gear: High-intensity, brisk walking. Most people begin to breathe heavy and start to sweat. Muscles work intensely. Equivalent to cross-country skiing.

Which gear is best? The one you do! The goal is to walk more and when you are ready, walk more intensely more often.

Slide 7: Breaking the Rules

The first step to legalizing food is to break the rules and bring formerly forbidden foods into your home. Surround yourself with foods you crave. The goal is to have the food whenever you want it, to enjoy the food, and to crave the food less. During this next week, consider trying the following:



Pick one food from your underlined list. Buy it! In fact, buy some extra.

Give yourself permission to eat this food whenever you are hungry for it.

Enjoy the food. Create a pleasant food atmosphere. Focus on the food – don't be doing anything else while you eat it. Promise not to scold yourself when you eat food you love.

Note in your journal how it tastes and how you feel when you eat it.

Replenish supplies as they go low.

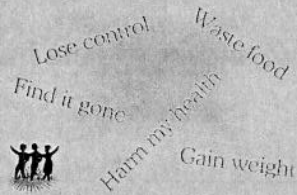
(Note: This activity may be too uncomfortable for some people. Remind them it is optional and it would be helpful if some people would do it and share their experiences next week.)

Remember, the goal is to have the foods you love available, truly enjoy the food to your satisfaction and crave it less. This is an optional activity. If you are feeling very uncomfortable, you may choose to wait until next week and hear how this worked for others in the class. You may decide to try it later.



Address fears as they are shared.

But what if I . . .



Slide 8: But What If

Complete the sentence,

If I legalize food, I am afraid I will . . .





Lose control. It is normal to be afraid of gorging on this food you have brought home. Many people discover when they surround themselves with great quantities of foods they love and stop yelling at themselves for eating, their cravings diminish and eventually disappear.

Gain weight. If you have just come off a diet, some weight gain may occur as part of the natural rebound. Once you have truly legalized food, your weight should stabilize.

Waste food. Having a surplus of food is important to this process. It symbolizes permission to eat and trusting yourself. Keep in mind that you may want to have reasonable quantities of perishable foods.

Harm health. If you have medical concerns that respond to food restrictions, such as diabetes, you may need to modify your eating as a respectful response to your body's needs. Listening to your body is especially important.

Find it gone. For this activity to work, you must know the food will be there when you want it. Let family members know your plan. Designate shelf space or a special cupboard for your food – and one for them as well.

<p>Distribute paper lunch sacks with <i>Smart Snack Bag</i> Ideas inside.</p>  	<p>Slide 9: The Smart Snack Bag</p> <p>A helpful tool for making peace with food and being able to listen and respond to your body's signals is having a Smart Snack Bag. This bag contains food that you can enjoy whenever you get hungry. This helps keep you from getting too hungry if food is not available. It also can minimize raiding vending machines or grabbing fast food because you are starving. Think back to the hunger and satiety scale. The Smart Snack Bag can help you maintain a normal eating pattern by having food available if you begin to feel hungry.</p> <p>It can be any kind of bag – plastic, cloth, hard, soft. Keep it where you most often find yourself getting hungry. You may have one for the office and one for the car.</p> <p>Try to include foods you enjoy and that satisfy you. By selecting foods that do not require refrigeration, you won't have to worry about cold packs. There are some food ideas for your snack bag on the insert page in your bags.</p>
<p>Distribute <i>OYOL Labels</i> for Lesson 6.</p>   <p>On Your Own Learning OYOL</p> <ol style="list-style-type: none"> 1. If you're ready - break the rules: buy the food, fully enjoy it, note it, buy more 2. Make your Smart Snack Bag 3. Increase daily 2-minute walks to daily 5-minutes walks, record 	<p>Slide 10: On Your Own Learning (OYOL)</p> <ol style="list-style-type: none"> 1. If you are ready to try it, break the rules. <ul style="list-style-type: none"> * Buy the one food you selected. * Enjoy it when you want it. * Focus on the food – don't do anything else. * Note how it tastes and how you feel in your journal. * Replenish supplies as needed. 2. Make your Smart Snack Bag. 3. Increase your daily 2-minute walks to daily 5-minute walks. Please note in your journal where you went and maybe even which walking gear you used.



Distribute
evaluations.
Collect
name tags.



Adapted from *A New You:
Living in A Healthy Body*
developed by Outreach and
Extension at University of
Missouri, Lincoln University

Adaptation of resources by
Mark Eay Workman
Project Educator/Secretary
WINE the Buckles



Slide 11: Wrap-Up

Thank you for joining our class today. Please complete the evaluations and leave your name tags. We will see you next week.

References and Additional Resources:

Holmes, Betty, Suzanne Pelican and Fred Vanden Heede. *In Their Own Words: Quotations from life stories related to physical activity, food and eating, and body image, shared by adults in rural Idaho, Montana, and Wyoming*. Laramie, Wyoming: Wellness IN the Rockies, University of Wyoming, 2003.

Seigel, Karen. "Food Bag Ideas." *The Nondiet Approach Made Easy*. Workshop Handout. Nutrition Health Services, 1996.

Tribole, Evelyn and Elyse Resch. *Intuitive Eating*. New York: St. Martin's Paperbacks, 1996.

A New You: Health for Every Body

Wellness IN the Rockies • www.uwyo.edu/wintherockies

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Adapted from *A New You* developed by Outreach & Extension at the University of Missouri & Lincoln University. Adaptation and additional development at the University of Wyoming by Mary Kay Wardlaw, WIN the Rockies Education Specialist. Editing and support from Suzanne Pelican, WIN the Rockies Co-PI and Food & Nutrition Specialist, Family & Consumer Sciences, Cooperative Extension Service; Betty Holmes, WIN the Rockies Regional Coordinator; and Darlene Christensen, Project Coordinator, Food & Nutrition Extension Programs.



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The University of Wyoming, Montana State University, the University of Idaho and the United States Department of Agriculture cooperating. These universities are equal opportunity affirmative action institutions. 0903

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Discovering Motives to Move



Psychological and social motivations may not be why people start moving, but often they are the reasons people continue. Knowing the source of your motivations can help you incorporate daily physical activity into your lifestyle.

Answering the Questions

Following are sets of questions to help identify your motives to move. There are no right or wrong answers, or good or bad scores. This self-appraisal simply helps identify motives that may be important to you. As you review each statement, record your response using the following guidelines:

- * if you generally agree with the statement, indicate "Yes"
- * if you generally disagree with the statement, indicate "No"
- * if you sometimes agree yet at other times would disagree, indicate "I" for "In between"

Self-Esteem

- _____ 1. I usually feel people are superior to me when I compare myself to others.
- _____ 2. When I make mistakes, I get mad at myself.
- _____ 3. It's difficult for me to accept myself the way I am.
- _____ 4. I generally would prefer to be someone other than who I am.
- _____ 5. Little that I do or say has much merit.

Your Score = _____ (0 to 10 points)

Achievement

- _____ 1. Establishing goals and striving to accomplish them gratifies me.
- _____ 2. In all facets of my life, I seek to improve myself.
- _____ 3. Challenging but practical goals help me to achieve and do my best.
- _____ 4. Without setting specific goals, it's difficult to be a success in life.
- _____ 5. Failure is not in my vocabulary.

Your Score = _____ (0 to 10 points)

Moods and Tension

- ___ 1. I often have the "blues" and feel disheartened.
- ___ 2. I regularly feel "on edge."
- ___ 3. People call me a "worry wart."
- ___ 4. Constant tension results in a lot of physical aches and pains.
- ___ 5. I have lots of mood swings.

Your Score = _____ (0 to 10 points)

Quest for Youth

- ___ 1. I worry about losing my vitality as I grow older.
- ___ 2. I devote time and energy to doing things to stay young.
- ___ 3. The thought of growing old frightens me.
- ___ 4. I am aware of all the gradual signs of aging in my physical and mental functioning.
- ___ 5. Keeping up a youthful lifestyle is important to me.

Your Score = _____ (0 to 10 points)

Playfulness

- ___ 1. I consider myself to be a playful person.
- ___ 2. People tell me I am fun to be with.
- ___ 3. I like to play games and sports just for the fun of it.
- ___ 4. My sense of humor is one of my most valued assets.
- ___ 5. I have an easy time getting into a playful spirit.

Your Score = _____ (0 to 10 points)

Sociability

- ___ 1. I feel completely at ease at parties and social gatherings.
- ___ 2. I have lots of good friends, and I make time to be with them.
- ___ 3. I typically make it a point to find people to do things with rather than doing things alone.
- ___ 4. I usually feel energized when I spend a lot of time with people.
- ___ 5. I have a habit of striking up conversations with complete strangers.

Your Score = _____ (0 to 10 points)

Stress

- ___ 1. During the last year, I have experienced many changes.
- ___ 2. My job creates a lot of stress in my life.
- ___ 3. I seldom feel at ease.
- ___ 4. Over the last 12 months, stress has resulted in my feeling overwhelmed.
- ___ 5. I deal with a lot of pressure every day.

Your Score = _____ (0 to 10 points)



Scoring

Total the points for each motive. The scoring procedure is as follows:

2 points for a "Yes"

1 point for an "I" or "In Between"

0 points for a "No"

Record your scores in this chart.

Self-esteem	Achievement	Moods & Tension	Quest for Youth	Playfulness	Sociability	Stress
_____	_____	_____	_____	_____	_____	_____

If your score is:

0 to 3

4 to 6

7 to 10

Your motivation in that area is considered to be:

Low

Moderate

High

Motives to Move Profile

The profile you have created identifies things that may motivate you. These motivators can help you determine what types of physical activity you will find most rewarding and enjoyable. Review your scores, and select your top 3. If you have tie scores, you will have more than three. Write the name of the motives and their scores in the box below.

High Scoring Motivators	Score	Rank
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Evaluate each motive and its relative importance. Although scores for two motives may be similar, one motive may feel more important to you than the other. Compare scores, and then evaluate and rank them by assigning #1 to the most important, and so on.

Review the attached chart, *Matching Motive to Activity*, and identify activities that reinforce or enhance your top-ranking motives. Note activities that you would like to explore.

Adapted from *The Exercise Habit* by J. Gavin and *Moving Away from Diets* by K. Kratina, N. King, & D. Hayes.

A New You developed by Outreach & Extension of the University of Missouri & Lincoln University. Adapted by and distributed with support from WIN the Rockies, WIN Wyoming, and University of Wyoming Cooperative Extension Service, Dept. of Family & Consumer Sciences. The University of Wyoming and the United States Department of Agriculture cooperate. The university is an equal opportunity/affirmative action institution. Supported by award 0004499 through IFAFS (Initiative for Future Agriculture & Food Systems) Competitive Grants Program/USDA. www.uwyo.edu/wintherockies *A New You* 7:1 0903



A New You: Health for Every Body Matching Motive to Activity

	Self-Esteem	Achievement	Moods & Tension	Quest for Youth	Playfulness	Sociability	Stress
Motive:	Feel better about self.	Accomplish worthwhile goals.	Control moods and ease tension.	Feel young. Maintain vitality.	Have fun and encourage playful spirit.	Interact with others.	Reduce stress level - feel more at ease.
Look For:	Realistic and achievable goals.	A personal challenge.	Performance free, safe activities that stimulate positive feelings & push limits.	Strength, flexibility & aerobic conditioning.	Non-goal oriented, expressive, spontaneous movements.	Verbal and nonverbal interaction possibilities.	Taking "time out" and creating body/mind release.
Explore Activities That:	Allow you to set the standard and just show up.	Are challenging with noticeable outcomes.	Are non-competitive, aerobic & repetitive or designed to relax.	Use the whole body and stress flexibility.	Are game-like or encourage self-expression.	Engage with others and allow you to feel their support.	Are regular and aerobic; and distract the mind.
Such As:	Walking, gardening, time-limited jogging, swimming, rowing, rollerblading, yoga, mountain biking, tai chi, hiking, cycling.	Weight training, skiing, swimming, curling, mountain biking, hiking, gardening.	Swimming, walking, skiing, curling, hiking, tai chi, mountain biking, yoga, rollerblading, stretching, swimming, skating.	Swimming, yoga, body shaping, low impact aerobics, cross-training.	Skating, Frisbee, jazz dance, non-competitive games, group swims, square dancing, belly dancing, softball.	Ballroom & folk dancing, walking/ hiking clubs, karate, bicycling, group swims, fishing, basketball, dancing, triathlons.	Yoga, walking, running, skating, tai chi, circuit training, aerobic dancing, karate, synchronized swimming, gardening.
Think Twice About Activities That:	Have built-in performance standards for comparisons.	Have vague standards, or performance is unevaluated.	Are competitive or performance oriented. Those that resemble life's stressors.	Work limited body areas and decrease flexibility.	Are repetitive, rule-bound, or performance-oriented.	Restrict interaction.	Are anaerobic; that permit mental worry or that resemble life's stressors.
Such As:	Ballet, racquet sports, golf, any activity that involves comparison.	Aerobics, routine calisthenics, any routine activity.	Aerobic, routine calisthenics, racquet sports, golf, highly competitive sports.	Bowling, running, cycling.	Stationary cycling, running on a treadmill, walking the same path.	Solitary walking, cycling, swimming, going to the gym alone, (possibly) aerobics.	Racquet sports, competitive sports, body building, golf.
Activities I'd Like to Explore:							

Adapted from *The Exercise Habit* by J. Gavin and *Moving Away From Diets*, by K. Kratina, N. King, & D. Hayes.

A New You developed by Outreach & Extension of the University of Missouri & Lincoln University. Adapted by and distributed with support from WTN the Rockies, WTN Wyoming, and University of Wyoming Cooperative Extension Service, Dept. of Family & Consumer Sciences. The University of Wyoming and the United States Department of Agriculture cooperate. The university is an equal opportunity/affirmative action institution. Supported by award 0004499 through IFAFS (Initiative for Future Agriculture & Food Systems) Competitive Grants Program/USDA.
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A New You: Health for Every Body

Your Identity: More Than Your Looks



Your identity is made up of many parts. Paying attention to only one part can lead to unhealthy attitudes and behavior. When it comes to understanding who you are, the more parts you know about, the stronger you will be.

In the boxes below, check the following:

- ◆ all of the things you enjoy doing, whether or not you do them well
- ◆ all of the things you can do well, even if you do not enjoy them or do them often
- ◆ all the things you have never tried, but want to try in the future

I am Physically Active, I

- | | |
|--|---------------------------------|
| <input type="checkbox"/> Walk | <input type="checkbox"/> Garden |
| <input type="checkbox"/> Dance | <input type="checkbox"/> Bike |
| <input type="checkbox"/> Swim | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Jog | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Have energy to do what I want | |
| <input type="checkbox"/> Have strength to lift what I must | |
| <input type="checkbox"/> Can bend and move as I choose | |

I am Creative or Artistic, I

- | | |
|---|-------------------------------------|
| <input type="checkbox"/> Dance | <input type="checkbox"/> Paint/draw |
| <input type="checkbox"/> Act in plays | <input type="checkbox"/> Sew |
| <input type="checkbox"/> Build things or do crafts | |
| <input type="checkbox"/> Write poems or stories | |
| <input type="checkbox"/> Sing/play a musical instrument | |
| <input type="checkbox"/> _____ | |
| <input type="checkbox"/> _____ | |

I Take Pride in my Appearance

- | |
|---|
| <input type="checkbox"/> Like my hair a certain way |
| <input type="checkbox"/> Wear my favorite colors |
| <input type="checkbox"/> Add hats, jewelry and other "trinkets" |
| <input type="checkbox"/> Like clothes that say something about me |
| <input type="checkbox"/> Like to look friendly and open |
| <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ |

I am Community Minded, I

- | |
|---|
| <input type="checkbox"/> Am responsible, can be counted on |
| <input type="checkbox"/> Take care of the environment |
| <input type="checkbox"/> Can be a leader, can take charge |
| <input type="checkbox"/> Volunteer |
| <input type="checkbox"/> Vote |
| <input type="checkbox"/> Show concern for the welfare of others |
| <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ |

I Learn New Things, I

- ☐ Try new things
- ☐ Learn from mistakes
- ☐ Try things I might not be successful at
- ☐ Can keep at tasks, even if they are hard
- ☐ Follow through & finish projects
- ☐ _____
- ☐ _____

I Have Relationships, I

- ☐ Am friendly
- ☐ Communicate well
- ☐ Am a good listener
- ☐ Have a sense of humor
- ☐ Can resolve conflicts
- ☐ Care about other people
- ☐ _____
- ☐ _____

I Have Many Interests, I

- ☐ Collect things
- ☐ Have a pet
- ☐ Have a Hobby
- ☐ Read
- ☐ Like to walk
- ☐ Like computers
- ☐ Cook
- ☐ Golf
- ☐ _____
- ☐ _____

I Value My Heritage, Values and Beliefs

- ☐ I act ethically
- ☐ My spiritual beliefs are important
- ☐ My behavior reflects my values
- ☐ Family traditions are important
- ☐ _____
- ☐ _____

I Manage My Health and Keep Things
In Balance, I

- ☐ Make healthy choices
- ☐ Know what I need and ask for it
- ☐ Take time to relax
- ☐ Am able to make decisions
- ☐ Have realistic expectations
- ☐ Can say no when I have to
- ☐ _____
- ☐ _____

I Am Also

- ☐ A parent
- ☐ A teacher
- ☐ A spouse
- ☐ A neighbor
- ☐ A friend
- ☐ A worker
- ☐ A sister/brother
- ☐ A son/daughter
- ☐ An aunt/uncle
- ☐ A military veteran
- ☐ A grandmother/grandfather
- ☐ A granddaughter/grandson
- ☐ _____
- ☐ _____

Sources:

Kathy J. Kater, LICSW. *Healthy Body Image: Teaching Kids to Eat and Love Their Bodies Too!* Seattle, Washington: Eating Disorders Awareness and Prevention, 1998.

Kathy J. Kater, LICSW. *Real Kids Come In All Sizes: Ten Essential Lessons to Build Body Esteem in Children.* New York, New York: Broadway Books at Random House, 2004.

A New You:
Health for Every Body



Lesson 10: You are the Best YOU

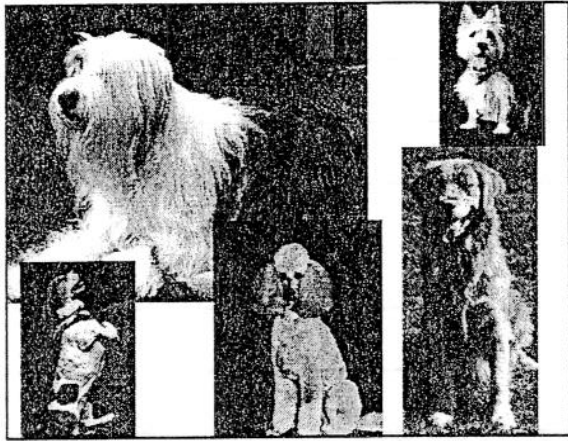


Size Acceptance

Accept and value
every body, whatever
size or shape









Size Acceptance

Help people feel good
about their bodies and
about who they are



1891 – Get Plump



Before

Why suffer tortures with
inferior devices that
artificially fatten? Don't
look like the poor
unfortunate on the left
who tries to cover her poor
thin body.

*In just 4 weeks I gained 39
pounds, a new womanly
figure, and much needed
fleshiness.*



After

Today – Get Thin



*Change your life.
Lose weight, keep
in shape and
energize your life.
Feel younger!*



Losing 46 pounds
was so easy! I've
lost useless fat.





Size Acceptance

Recognize that people of all sizes
and shapes can reduce their risk
of poor health by adopting a
healthy lifestyle



Fastest Growing Group of Smokers?



Teenage Girls
(to lose weight)



Message of Body Image

I can have a
perfect body

Despair

I can have a
healthy body

Hope





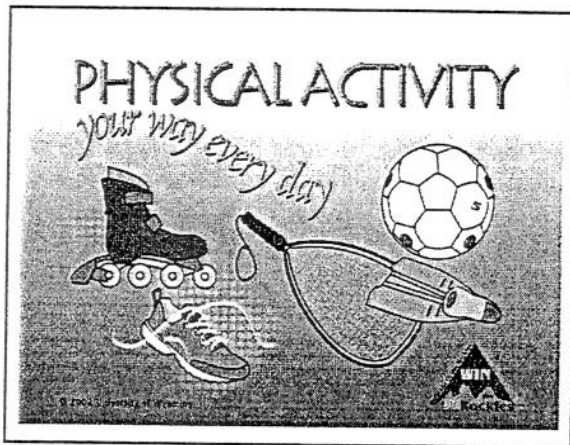
Size Acceptance

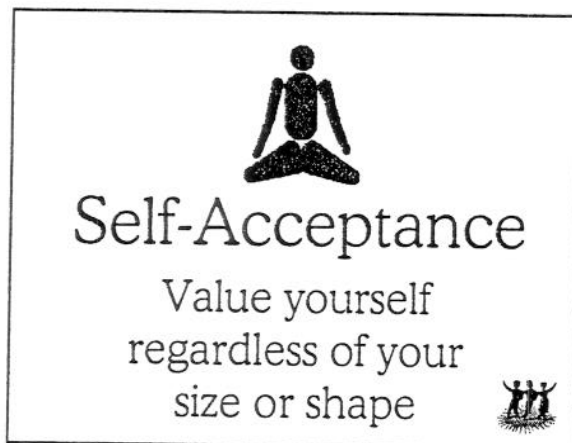
Challenge your own
size-prejudice beliefs

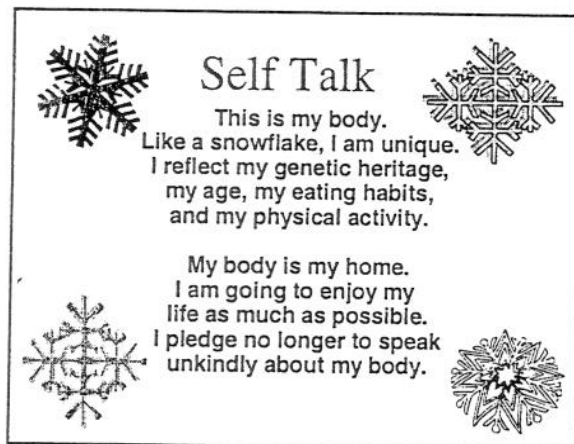


Talented, caring,
wonderful human
beings come in all
sizes!











Self-Acceptance

Identify your
strengths and build
on your assets





Complete with its
unique features





Self-Acceptance

Be critical of messages that
focus on unrealistic images
as symbols of success and
happiness





Barbie Fantasy™

6' 9" tall

41" bust

20" waist



GI Joe Fantasy™

5' 10" tall

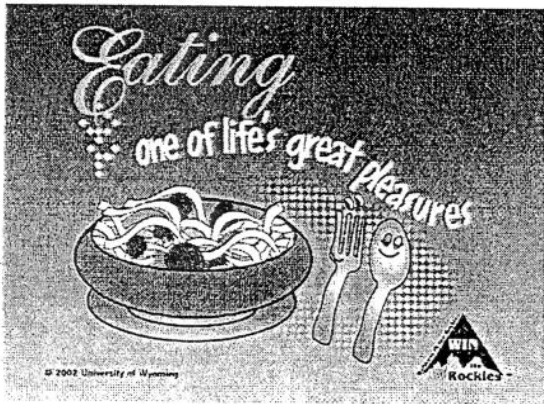
27" biceps

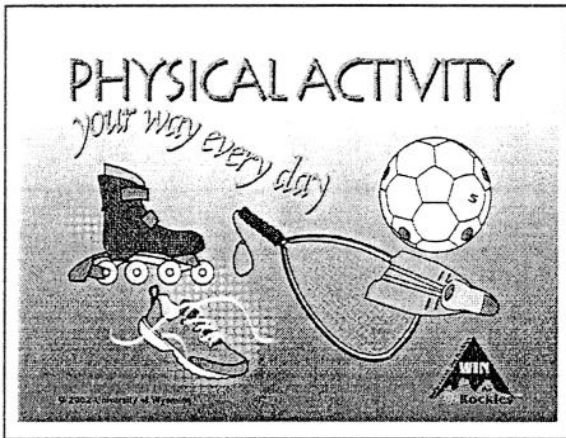
1964 = 12"

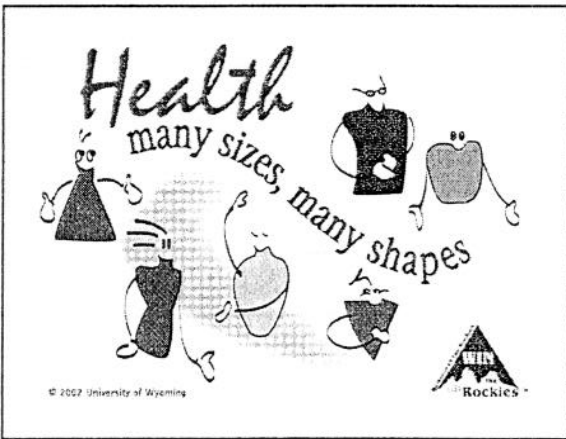
55" chest

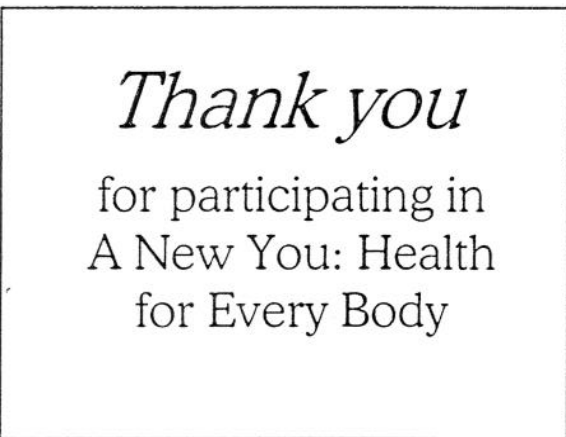
1964 = 44"













Adapted from *A New You: Living in A Healthy Body* developed by Outreach and Extension at University of Missouri, Lincoln University and *Size it Up!* developed by Betty Holmes, WIN the Rockies Regional Project Coordinator

Adaptations & revisions by
Mary Kay Wardlaw
Project Education Specialist
WIN the Rockies



10 Appearance Assumptions



Read each statement. Using the 1 to 5 scale below, rate how closely the statement matches your own personal belief. Be completely honest with yourself.

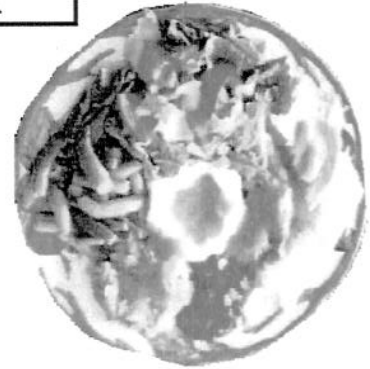
1 Strongly Disagree	2 Mostly Disagree	3 Neither Disagree nor Agree	4 Mostly Agree	5 Strongly Agree
---------------------------	-------------------------	------------------------------------	----------------------	------------------------

- ___ 1. Physically attractive people have it all.
- ___ 2. The first thing that people will notice about me is what's wrong with my appearance.
- ___ 3. One's outward physical appearance is a sign of the inner person.
- ___ 4. If I could look just as I wish, my life would be much happier.
- ___ 5. If people knew how I *really* look, they would not like me.
- ___ 6. By controlling my appearance, I can control my social and emotional life.
- ___ 7. My appearance is responsible for much of what has happened to me in my life.
- ___ 8. I should always do whatever I can to look my best.
- ___ 9. Media messages make it difficult for me to be satisfied with my appearance.
- ___ 10. The only way I could ever like my looks would be to change them.

Source: Cash, Thomas. *The Body Image Workbook: An 8-Step Program for Learning to Like Your Looks*. California: New Harbinger Publications, 1997.

Rate A Full Plate

Activity Sheet



Amount/Calories	Food Item	Amount/Calories
5 oz with skin = 305	TURKEY	3 oz w/o skin = 135
1/2 cup = 200	STUFFING	1/4 cup = 100
1/4 cup = 15	GREEN BEANS	1/2 cup = 30
1/2 cup = 110	MASHED POTATOES	1/4 cup = 55
1/4 cup = 160	GRAVY	2 tablespoons = 80
1/4 cup = 10	TOSSED SALAD	1/2 cup = 20
2 1/2 Tbsp. = 200	SALAD DRESSING	1 tablespoon = 80
1/4 cup = 100	CRANBERRY SAUCE	2 tablespoons = 50
1100 Calories	Total Calories	550 Calories

Difference = 550 Calories

When you control portion sizes –
you can eat 1/2 the calories and still eat all the foods you enjoy!



Adapted from *Small Victories*, a mini-lesson series from WIN Wyoming and Department of Family & Consumer Sciences, University of Wyoming Cooperative Extension Service. www.uwyo.edu/winwyoming

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WIN
Wyoming
Wellness IN Wyoming

Rate A Full Plate is a supplemental activity with *A New You: Health for Every Body*. Adapted by and distributed with support from WIN the Rockies, WIN Wyoming, and University of Wyoming Cooperative Extension Service, Dept. of Family & Consumer Sciences. The University of Wyoming and the United States Department of Agriculture cooperate. The university is an equal opportunity/affirmative action institution. Supported by award 0004499 through IFAFS (Initiative for Future Agriculture & Food Systems) Competitive Grants Program/USDA. www.uwyo.edu/wintherockies 0903



Small Victories: Rate A Full Plate

A New You

Health for Every Body



Issue 9

Be present
when you
eat.

(Remember
the chocolate
kiss exercise.)

Honor the Gift of Food

Eating is more than nutrition. Other people throughout the world recognize the importance of food from an emotional and psychological perspective. Dietary recommendations from many other countries remind citizens to enjoy food and make mealtimes a pleasant experience. Here are some examples:



The number one dietary guideline from Great Britain says simply
"Enjoy your food."

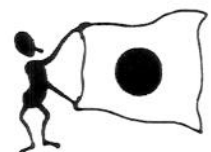
Dietary guidelines from Korea encourage people to enjoy meals and "keep harmony between diet and daily life."



The Norwegian message is
"FOOD + JOY = HEALTH"

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One of Japan's recommendation is that
"happy eating makes for a happy life; sit
down and eat together and talk;
treasure family taste and home cooking."



Let's Get Physical!

Physical activity need not be strenuous to be beneficial. Documented benefits of regular physical activity include



- Reduced risk of coronary heart disease.
- Reduced risk of colon cancer, diabetes, high blood pressure.
- Weight control.
- Healthy bones, muscles and joints.
- Reduced symptoms of anxiety and depression.

Source: WIN Wyoming Thought Bullets, October 1999. Compiled by Betty Holmes, Regional Project Coordinator, WIN the Rockies.

In a study of over 50,000 women, researchers found that for each 2 hours of daily TV watching obesity increased 23% and diabetes increased 14%.



Just
get
moving!

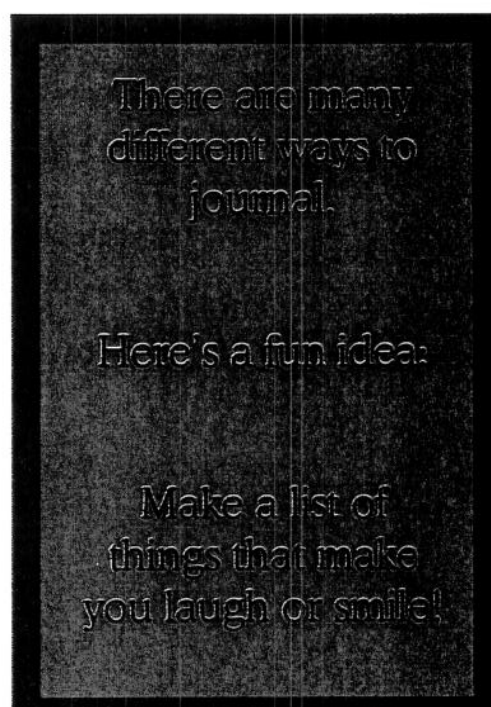
Time for a Little Stretching

Breathe in deeply.
Give yourself a big self hug.
Hold 5 seconds.
Repeat.

Health at Every Size

Below are some great reminders of the principles from *Living in a Healthy Body*, a brochure you received during your A New You class.

- A health-centered approach to eating and weight reaffirms the truth that beauty, health and strength come in all sizes. It's health at any size. Everybody qualifies.
- Like yourself in spite of imperfections.
- Make peace with your genetic blueprint.
- Get in tune with your body.
- Wear clothes that fit comfortably and look good now.
- Enjoy and value physical activity - your way, every day.
- Move for the sheer joy and power of it, for time spent with family, friends, and nature.
- Be creative - increase activity throughout the day.
- Think of food as a friend - celebrate, enjoy, taste, savor, and honor the gift of food.
- Enjoy a non-diet lifestyle.
- Beauty, health and strength come in all sizes.



Source: WIN Wyoming Thought Bullets, November, 2000.
Compiled by Betty Holmes, Regional Project Coordinator,

A New You

Health for Every Body



Issue 2

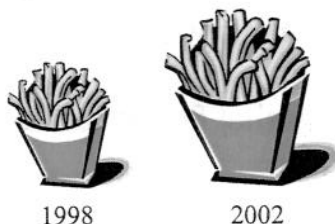
Today in our culture,
it has never been...

Easier to
become fat

Harder to
be fat

Portions, Portions Watch Your Portions

A recent study found a "large" French fry order in 2002 at McDonald's is the same size as a "super-size" was in 1998.



Do you need such a large serving to be satisfied?
Of course not!
Slow down and enjoy each bite!

Remember:

Close your eyes and deeply breathe in the aromas.

Savor each taste sensation in the food:

sweet, sour, salty, bitter.

Feel the textures and temperatures:

crunchy, soft, creamy, hot.

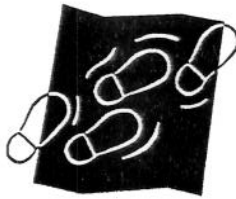
Listen to the sound the food makes when you chew.

Look at the variety of colors, shapes & sizes of the food.



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10 Ways to Increase Your Footsteps



1. On a long driving trip, stop frequently to stretch and walk.
2. Instead of sitting in the waiting room for a scheduled appointment walk around the building.
3. Unload your shopping bags from the car in four trips instead of juggling four bags at a time.
4. Watch part of a movie, sports event or the news on a treadmill or stationary bike instead of 100% on the couch.
5. Walk around the soccer field while your kids play a game.
6. Take a short 5-minute walk outside when you feel your energy dropping.
7. Return your grocery store shopping cart to its proper storage location.
8. Walk the dog or offer to walk the neighbor's dog.
9. Walk to the television to change the channel.
10. Walk on your lunch hour.

Did you know?

It is healthier to be fat & fit than to be thin & unfit.

"We can be fit and fat, but the question is, 'Are we fit - whatever our size and shape?'"

-Suzy Pelican, MS, RD, Extension Specialist, University of Wyoming

Move for the
sheer joy and
power of fit.

For time spent
with family,
friends, and
nature.

Time for a Little Stretching

Stand straight.
Breathe in deeply.
Pull in stomach muscles.
Hold for 5 seconds.
Repeat.

Dieting Before and After Pictures

Look in any magazine and you're sure to find an ad for weight loss. They almost always have a BEFORE and AFTER picture. Check out these before and after pictures from an ad that ran over 110 years ago.

Quotes from the 1891 ad:

- *Don't look like the poor unfortunate on the left who tries to cover her poor thin body.* (Notice how *thin* was associated with *poor*.)
- *Don't suffer from the tortures of inferior devices that artificially fatten with inflationary devices and pads.* (Imagine – the goal was to have female body look *larger*. It still seems unfortunate the female body never seems to be socially acceptable without changes.)
- *"In just 4 weeks I gained 39 pounds, a new womanly figure, and much needed fleshiness."* (Forget the saying *I'm not fat, I'm fluffy*. How about *I'm not fat – I'm fleshy!*)



Before



After

Are you working on your goals?

Don't forget to make SMART goals:

S – Specific

M – Measurable

A - Attainable

R - Realistic, Relevant

T - Time Bound

Source: WIN Wyoming Thought Bullets, August 2001.
Compiled by Betty Holmes, Regional Project Coordinator,
WIN the Rockies.

1891 ad found by Mary Kay Wardlaw, Education Specialist,
WIN the Rockies.

A New You

Health for Every Body



Issue 7

Clean Plate Club

"A healthy weight is the weight you achieve when you have a healthy lifestyle. A weight that can only be maintained by an unhealthy lifestyle is not a healthy weight."

Joanne Ikeda, MS, RD
University of California
Berkeley

The message of the "clean plate club" emerged during World War I to encourage people to conserve food due to a limited supply.

"But the concept is outdated now because many portions, especially those served at restaurants, are so excessive," says nutritionist Melanie Polk of the American Institute for Cancer Research, a non-profit group that funds research on the relationship between diet and cancer.

A poll of 1,011 adults, released by the group this summer, revealed:

- 69% of people say they finish restaurant entrées all or most of the time.
- Among those who regularly finish their entrées, 60% say the portions are just right; 30% would have been satisfied with less; and 10% would have eaten more.
- Among those who usually leave some of their entrées, 67% say portions are too big.
- 40% say they ordered an appetizer as an entrée over a month of eating out; 33% split an entrée between two people; and 12% ordered half-portions.

After the poll results came in, Polk and colleagues studied the clean-plate tradition. They found that it continued after World War II when President Truman called on Americans to conserve food. That led to the formation of *Clean Plate Clubs* in many elementary schools, Polk says.

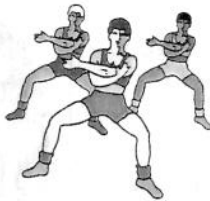
But the latter message has been lost over the years. Several studies have shown that portions in the USA are bigger than ever and that when Americans are given bigger servings, they eat more.



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Source: 'Clean your plate' tradition coming back to bite us by Nanci Hellmich, USA Today.com, September, 2003.

Change the "E" word from Exercise to Enjoyment



For some people, being physically active in the past may not have been enjoyable. In some cases, exercise was initiated at the same time as a diet. If you increase physical activity at the same time you start dieting, it is likely your energy level will be low. When you do not have enough energy, physical activity is not invigorating. It becomes a chore and is not much fun at all. It is increasingly difficult to be physically active when you are underfed, especially if carbohydrate intake is too low.

So remember:

1. Change the "E" word from Exercise to Enjoyment.
2. Start slow and celebrate your successes.
3. Choose activities that are safe and comfortable for your body.
4. Fuel your body.

"Given what we know about the health benefits of physical activity, it should be mandatory to get a doctor's permission *NOT* to exercise."



-Dr. P.O. Astrand

"Once you get with a regular walking program, your body becomes a kind of self-improvement machine..."

-Suz Redfearn,
The Washington Post,
October 1, 2002

Time for a Little Stretching

Cross your feet.
Gently bend at waist.
Stretch head toward floor.
Hold 5 seconds.
Repeat.

The Truth about Barbie™

The Barbie™ Fantasy

For decades the Barbie™ doll has been idolized as the American standard of beauty. An aspiring computer technician student scanned a Barbie™ silhouette into a computer. Here is what the student discovered:

If Barbie™ was a real person, she would be 6 feet 9 inches tall, and she would have a 41 inch bust and a 20-inch waist!

Proportions were based on head - to - body ratios and other body proportions. It should be no surprise that most people are dissatisfied with their bodies when the standard we compare ourselves to is so unrealistic.

Some related statistics and thoughts:

- The average adult American female is 5 feet 4 inches tall, weighs about 152 pounds and wears a size 14 dress. One third of all American adult women now wear a size 16 or larger. Compare this to the typical female model. The average American model is 5 feet 10 inches tall, weighs about 114 pounds and is a size 6/8.
- The obsession with thinness is so pervasive in the United States several studies have found that young girls are more afraid of becoming fat than they are of nuclear war, cancer, or losing their parents.
- It is time for a new approach. We must begin to teach our children and ourselves that wonderful, caring, and talented human being come in all sizes. We must begin to focus on total well being- including a positive self-image about our bodies - and not body size and weight.



One of the
advantages of the
Internet is that
communication
counts and
appearance is
irrelevant.

*- Women Afraid to Eat - Breaking
Free of Today's Weight-
Obsessed World, Frances Berg*

Source: WIN Wyoming Thought Bullets, November 2002/Updated October 2003. Compiled by Betty Holmes, Regional Project Coordinator, WIN the Rockies.

A New You newsletters distributed with support from WIN the Rockies, WIN Wyoming, and University of Wyoming Cooperative Extension Service, Dept. of Family & Consumer Sciences. The University of Wyoming and the United States Department of Agriculture cooperate. The University is an equal opportunity/affirmative action institution. Supported by award 0004499 through IFAFS (Initiative for Future Agriculture & Food Systems . Competitive Grants Program/USDA. www.uwo.edu/wintherockies 0903

40 years of G.I. Joe

Although the body measurement comparisons of GI Joe™ from the 1960's to the year 2001 are shocking enough, pictures really illustrate that narrowly defined and unrealistic body "ideal" standards are now promoted for both females and males.

- Computer equipment allows computer technicians to scan images like a Barbie™ doll into a computer program and estimate body measurements. Body measurement estimates for Barbie™ include a height of 6'9" with a 20-inch waist and a 41-inch bust.
- Using computer scanning equipment, body measurement estimates for GI Joe™ include a height of 5'10". Height measurements for GI Joe™ have remained relatively unchanged for the last 40 years.
- Biceps measurements for GI Joe™ have changed dramatically in the last 40 years. The biceps measurement from the 1960's is estimated at 12 inches. The biceps measurement increased over 100% in 40 years to a measurement of about 27 inches in the year 2001.
- The chest measurement of GI Joe™ increased from about 44 inches in the 1960's to 55 inches 40 years later.
- The increase in muscularity of the GI Joe™ action figure over the last 40 years is more dramatic than measurements alone can indicate.



1960

2001



Don't forget
the benefits of
journaling...

Fewer doctor visits

*Improved physical &
emotional strength*

*Greater
sense of well being*

*Ability to fight stress,
infection & disease*

Source: WIN Wyoming Thought Bullets, December 2001.
Compiled by Betty Holmes, Regional Project Coordinator, WIN the Rockies.

Source: GI Joe™ action figure from 1960's secured by Mary Kuschel,
Cheyenne, WY.

A New You newsletters distributed with support from WIN the Rockies, WIN Wyoming, and University of Wyoming Cooperative Extension Service, Dept. of Family & Consumer Sciences. The University of Wyoming and the United States Department of Agriculture cooperate. The University is an equal opportunity/affirmative action institution. Supported by award 0004499 through IFAFS (Initiative for Future Agriculture & Food Systems) Competitive Grants Program/USDA. www.uwyo.edu/wintherockies 0903